

**THE LOYNES-OTTO ELEMENTARY  
FRENCH COURSE.  
INTRODUCTORY FRENCH  
LESSONS BASED ON THE WORKS  
OF DR. EMIL OTTO**

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The Loynes-Otto Elementary French Course. Introductory French Lessons Based on the Works of Dr. Emil Otto by Edward S. Joynes

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**EDWARD S. JOYNES**

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THE JOYNES-OTTO ELEMENTARY FRENCH COURSE

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INTRODUCTORY  
FRENCH LESSONS

BASED ON THE WORKS OF

DR. EMIL OTTO

BY

EDWARD S. JOYNES,

*Editor of Elementary German Course, Etc.*



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633875  
C  
Mrs. Henry Holt & Co. having regularly volunteered  
me honorary for their American adaptations of  
my works, their publication of them has my full  
sanction.

Heidelberg March 17<sup>th</sup> 1878.

D. Emil Otto.

## PREFACE.

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IN the series of which this book forms a part, it holds the same place as the *KLEINE FRANZÖSISCHE SPRACHLEHRE*, by Dr. EMIL OTTO, that is, following the First French Book (for youngest pupils), and being more elementary than OTTO'S *FRENCH GRAMMAR* (BÖCHER). It is thus adapted to the general plan of the Otto Series, and the materials of the *Kleine Französische Sprachlehre* have been used to some extent, by authority, in the preparation of the present book.

It is offered as an attempt to present the essential elements of the French language in a simpler yet at the same time more systematic and complete form than has yet been done, for elementary teaching. Its plan does not go beyond elementary limits, yet within those limits it aims at thoroughness and precision. Essential improvement has been attempted in the statement and illustration of some of the more difficult points of grammar, and especially in the treatment of *idiom*—both French and English. The effort has been made, in a word, to place the most elementary instruction upon a basis more consistent than heretofore with the methods of a higher scholarship, and to make the earliest progress at once easier and more satisfactory, *because* more systematic.

While adapted, as the title indicates, to the earliest work of the beginner, the book is also intended to meet the wants of the more mature student, whether as a brief handbook for essential use, or as an introduction to more advanced study. With this view, occasional matter is introduced, in the form of *Note* or *Remark*, connected with, but not essential to, the main body of statement. In

the same way, especially under the *Irregular Verbs*, illustrations from the Latin are occasionally introduced. These may aid the Latin scholar without impairing, for other learners, the completeness of the more general statements. Such matter is generally distinguished by the type.

The Examples and Exercises are abundant and simple. Reading matter is furnished in a separate volume (INTRODUCTORY FRENCH READER); and the use of some such book, outside of the grammar, is implied, and recommended, at an early stage. Grammatical study, by whatever system, should be, as soon as possible, illustrated and reinforced by *reading*.

The Vocabularies and the Index have been carefully prepared. The notification of any errors or omissions, in these particulars, will be received as a favor.

The author owes acknowledgment to Professor H. Tallibet, of Charleston, S. C., for valuable assistance in the Exercises, as well as for other judicious and scholarly suggestions.

R. S. J.



## TO THE TEACHER.

This book, like any other that aims at *topical* completeness (that is, the systematic and final treatment, once for all, of each distinct *topic* of the grammar), is not intended to be used consecutively, in full, by the beginner. What is most important, as a preparation for *reading French as soon as possible*, should be first learned; the rest, including all exercises in writing French, and also Lessons XXIII., XXV., and XXVIII., should be left for the review. This introductory course may be accomplished in from fifteen to twenty-five lessons, according to the grade of the pupils, as follows:

1. Lesson I., II. 2. " III., IV., V. 3. " VI. (with review). 4. " VII., VIII. 5. " IX. (with review). 6. " X. 7. " X., XI. 8. " XII.	9. Lesson XIII., XIV. 10. " XV., XVI. 11. " XVII. 12. " XVIII., XIX. 13. " XX. 14. " XXI., XXII. 15. " XXIV.
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At this point, with occasional help, the Reader may be begun with older classes; or this may be postponed, as follows:\*

16. Lesson XXVI. 17. " XXVII. 18. " XXIX., XXX. 19. " XXXI., XXXII. 20. " XXXIII. 21. " XXXIV. 22. " XXXV.	23. Lesson XXXVI. 24. " XXXVII. 25. " XXXIII., XLVIII., as introduction to the irregular verbs, and hereafter one model verb with each lesson.
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At this point the Reader should be taken up, with the review of the grammar in regular order from the beginning.

In the first course, especially with younger pupils, only the more important parts of each lesson need be learned. In the review all should be included.

In the first course, only the exercises from *French to English* should be used; in the review, the reverse exercises into French. *This is deemed very important to rapid progress at first.*

The exercises of both kinds are made purposely longer than may be needed for most pupils. They thus furnish material for selection and for review, or for use with different sections of the same class—such as is often lacking in larger grammars. Yet they may be used in full without repetition, and are carefully prepared, to exhibit the largest variety of idiomatic form under each subject.

\* Also, up to this point at least, the French matter in each lesson should be carefully dictated in advance, with reference to correct pronunciation, and the principal rules of pronunciation should be frequently reviewed, the teacher noting exceptions, etc., as they occur.

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